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ABSTRACT

At Hudson County Community College (HCCC), in New Jersey, research on student attrition has included cohort specific studies of enrollment and completion patterns, enrollment pattern studies of instructional programs, and periodic surveys of enrolled students, former students, and graduates. A comparative analysis conducted of previous attrition research at HCCC revealed the following: (1) for 1989 entrants, the 1-year retention rate of full-time first-time students was 42%, up from 36% in 1987 and 1988; (2) the comparable retention rate for African American and Hispanic students among fall 1989 entrants was 37%; (3) in both 1984 and 1990, the culinary arts program showed the highest 1-year retention rate; (4) students admitted from 1983 to 1985 through the Educational Opportunity Fund program had lower retention rates than regularly admitted students, though their retention rates had improved dramatically by 1989; (5) overall, full-time students had higher retention rates than part-time students; and (6) the numbers of students transferring to senior institutions in New Jersey increased between 1987 and 1989. In addition to instituting more systematic studies of enrolled students, former students and graduates, HCCC will be conducting an in-depth study of enrollment, leaving, and completion patterns for selected cohorts of students who entered each term beginning in 1986. These cohorts will include both part-time and full-time students in English as a Second Language, basic skills, and full-degree-credit programs. A list of previous retention studies, detailed data tables, and a copy of a revised graduate follow-up survey are included. (PAA)

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Status Report on the Study of Attrition at Hudson County Community College

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Special Report 92.02
September 1992

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FOREWORD

I am pleased to transmit this Special Report to members of the Hudson County Community College community.

There is probably no issue more important to community colleges as institutions and to the careers of community college students as is the issue of attrition. Opp and Colby, for instance, have concluded, "If attrition is measured in terms of the number of students who leave an institution before completing a degree, community colleges have the highest attrition rate of any segment of post-secondary education." (Ron Opp and Anita Colby, Improving Student Retention in Community Colleges, ERIC DIGEST, p.4).

Meaningful approaches to the problem of high attrition rates are dependent upon a solid research base. In this Special Report, Dr. Eleanor Fujita has provided the College community with a solid research base from which we can begin to develop such meaningful approaches. Through her systematic presentation and analysis of attrition-related studies conducted at the College, she has enabled us to gain significant insight into what we know and what we do not know about attrition at HCCC. As a result of this work, we are now in a position to develop "comprehensive and systematic across-the-institution research" called for in this report.

Mark Oromaner

Mark Oromaner
Dean for Planning and Institutional Research

STATUS REPORT ON THE STUDY OF ATTRITION AT HUDSON COUNTY COMMUNITY COLLEGE

The study of attrition at a college is an effort to understand why students, once enrolled, leave for reasons other than graduation. The definitional issues of attrition are complex: some students leave to enroll in another college (transfers); others leave temporarily and return (stopouts); and others leave with their individual goals met (positive attrition). However, still other students leave with their goals unmet, either for personal exigencies or for reasons of institutional inadequacies (dropouts), or because they are unable to meet the academic standards (required to withdraw). Therefore, in defining attrition, two sets of distinctions must be made: the distinction between those students who leave for positive or negative reasons, and the distinction between individual-based and college-based reasons for leaving.

Once the complexity of the conceptual and definitional issues cited above are understood, a thorough comprehension of attrition is further compounded by the nature of the various curricula and by the preparation, goals, and circumstances of students enrolled in those curricula. However, a systematic study of student attrition should enable those of us at HCCC (a) to identify those phenomena (institutional and individual) that account for attrition and (b) implement policies, procedures, and practices that have a positive impact. The basic questions which must be answered are ***who?***, ***when?***, ***why?***, and ***what does it mean?***: ***who*** enrolls at the College and then either completes or leaves; ***when and why*** do students enroll and ***when and why*** do some students complete a program of studies while other students do not; and ***what implications*** do these findings have for individuals and the institution.

HCCC serves a diverse county of 550,000, and its mission is to meet the educational needs of this population through courses of study which prepare students for further education and for careers. The heterogeneity of the county's adult population manifests itself through diversity in educational preparation, educational and career goals, English language proficiency, age, socio-economic level, culture, race, and ethnic and national heritage. The substantial Academic Foundations (Basic Skills) and English as a Second Language programs are but two examples of the College's attempts to meet the special needs of present and potential students.

Ewell notes that "institutions of higher education are made up of significantly different types of students that behave in quite different ways. An effective research program should be able to identify, first, how many distinct behavioral groups of students exist at the institution, second, how large they are, and third, how they respond differently to different external conditions and policy changes."[1] As we inventory attrition analysis efforts

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[1] Ewell, Peter T. *Recruitment, Retention, and Student Flow: A Comprehensive Approach to Enrollment Management Research*. NCHEMS Monograph #7. Boulder, Colorado: National Center for Higher Education Management Systems, 1985, p. 6.

at the College and identify research needs in this area, it is evident that Hudson County Community College personnel have carried out a number of systematic studies which can now be drawn upon and which identify distinct groups of students, the size of these groups over time and their enrollment patterns, e.g., continuing through graduation, leaving HCCC and failing to return, leaving HCCC and later returning (stopouts), etc. What is lacking is comprehensive and systematic across-the-institution research and a meta-analysis of these cohort-specific studies.

This report will discuss (1) the research which has taken place, (2) what needs to be done, and (3) what steps are currently being taken to respond to these needs (initiation of a systematic study of student attrition).

Previous Research

The attrition research which has been carried out at the College is found in three forms:

- Cohort specific studies of enrollment and completion patterns carried out for information and planning purposes and/or for external reporting requirements (Appendix A gives a partial list of recent studies);

- Enrollment pattern studies conducted as a component of internal and external reviews of instructional programs carried out on a cyclical basis;

- Surveys of enrolled students, former students and graduates.

In addition, data on students transferring to other institutions is found in the sources mentioned above and in reports of DHE's Transfer Advisory Board.

With the exception of the surveys of graduates, most of these studies have been specific to particular programs or distinct groups of students, and herein lies both their strength and their weakness. By being specific, the studies have been useful at the local or program level in understanding the behaviors and needs of particular groups of students and in responding to them. But at the same time, by being specific, the studies have not always permitted for comparable analysis across the entire collegewide spectrum (cross-sectional studies) nor for comparable analysis over time (longitudinal studies).

The program reviews have been carried out systematically and consistently. Studies of the Basic Skills students and Educational Opportunity Fund program students have also been carried out with regularity, that is, on an annual basis. However, the institution-wide surveys of enrolled students, former students, and graduates have not been carried out in the past few years.

Preliminary Review of Research

We have begun an inventory and comparative analysis of this previous research. (A partial list of the studies we have reviewed to date can be found in Appendix A.) A sample of the findings from a preliminary review of these studies appears below:

- For 1989 entrants, the overall one-year retention rate of full-time first-time students at the College was 42 percent, and the comparable rate for students who are African American or Hispanic was 37 percent. The overall one-year rate is up from 36 percent for similar groups who entered in 1987 and in 1988 (sources: (1) preliminary College Outcomes Evaluation Program (COEP) report, January 1990, (2) final COEP report, May 1991, and (3) institutional data profile, May 1992, all from the New Jersey Department of Higher Education);

- Among the programs of instruction, in both 1984 and 1990, culinary arts showed the highest one-year retention rate; childcare and human services had substantially increased retention rates during the same period and now have retention rates among the highest at the College (*see Tables 1 and 2, Appendix B*);

- Students admitted through EOF from the Fall of 1983 through the Fall of 1985 had lower retention rates than regularly-admitted students, but the retention rates appeared to have improved during that period, and have improved dramatically recently (*see Tables 3, 4, 5, 6, 7 and 11*);

- Students enrolled in Basic Skills courses had a lower retention rate than those not enrolled in Basic Skills courses (*see Tables 8 and 10-A*); however, this was dependent upon whether or not the students requiring remediation actually completed it during the four-semester period of the study: retention rates were higher among those students requiring and completing remedial (Basic Skills) courses than among those requiring no remediation, and dramatically higher than those who needed remediation but did not complete it within that period of time (*see Table 9*);

- Students enrolled full-time had a higher rate of retention than those enrolled part-time (*see Table 10-A*); however, this was dependent upon the time of attendance (day or evening) and the age of the student: (1) for those attending in the day, the rate of retention was higher for full-time students, but for those attending in the evening, the rate did not differ between the full-time and part-time students (*see Table 10-A*); (2) for those who were younger (particularly if they were under 25 years of age), the retention rate was higher for full-time students, but for students over 34 years of age the rate was higher for part-time students (*see Table 10-C*);

- Retention rates were generally highest for white students and lowest for Hispanic students, but this was dependent upon whether or not the students were enrolled in Basic Skills or ESL courses (*see Table 10-B*) or were admitted through the EOF program (*see Tables 3 and 5*);

- the number of students transferring from HCCC to New Jersey senior public colleges and universities increased between 1987 and 1989[2] with the majority of these students transferring to Jersey City State College, New Jersey Institute of Technology, or Rutgers University at Newark.

Current Attrition Research

The Office of Planning and Institutional Research at HCCC has been re-established as of January 1992 with a Dean, a Director of Institutional Research (employed as of April 1992), and an administrative assistant (employed as of May 1992). Attrition/retention studies are a high priority on the agenda of this office.

In addition to the current inventorying and researching of studies conducted at the College, a plan has been developed and is being carried out which will provide better access to student data, allow for the identification of designated groups of students, and contribute to an understanding of why students either complete or leave their programs and Hudson County Community College.

Access to Student Data

An analysis of computer needs was made, and it was concluded that the Office of Institutional Research needed access to student record data on the College's mainframe computer. The College purchased a large-capacity personal computer with an internal modem which arrived in late June. Arrangements are currently being made to connect the computer to the mainframe through a dedicated computer line. And in order to enter, access, analyze, and present data, a laser printer and the following computer software was purchased: Paradox, SPSSPC with Statistics, Advanced Statistics and Tables options, and Graph-in-a-Box.

The College has purchased a new mainframe computer which will allow for wider institutional access to student enrollment data; this upgraded machinery is scheduled to be installed during this fall semester.

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[2] "*Report of Trends in Enrollment of Transfers: New Jersey Public Institutions, 1987-1989, Part I,*" Transfer Advisory Board, New Jersey Department of Higher Education, February 1991, Table 3.

Identification of Designated Groups

The enrollment, leaving, and completion patterns of students entering each term beginning in September 1986 will be studied. Although many variables will ultimately be included in the analysis (the variables under current consideration have been planned using suggestions by Ewell, as cited, and Palmer[3]), initially two primary variables have been identified as distinguishing designated groups. This is in line with suggestions made by Ewell that "in most cases, the bulk of an institution's undergraduate enrollment is best organized when it is categorized into no more than 8 to 10 groups."[4]

The primary variables are attendance status (full-time and part-time) and academic preparation (ESL, Basic Skills, Fully-Degree-Credit[5]). The following six groups of entering freshman will be constructed:

ESL students enrolled on a full-time basis
ESL students enrolled on a part-time basis
Basic Skills students enrolled on a full-time basis
Basic Skills students enrolled on a part-time basis
Fully-Degree-Credit students enrolled on a full-time basis
Fully-Degree-Credit students enrolled on a part-time basis

These groupings appear simple, but in fact there is much complexity within each group and these complexities will be explored (e.g. ESL or Basic Skills students taking only ESL or Basic Skills courses as against those taking a mixed course load). Within each group the role of personal and educational characteristics will be explored, that is, multivariate analyses will be conducted.

For each of these groups we will identify ***who*** remains in each program to completion and who leaves, and ***when*** they either leave or complete the program. This means that we will be paying close attention to which students enter and complete the ESL component; which students move from ESL to either Basic Skills or degree courses and how long it takes them to move through the sequence; which students begin in Basic Skills courses and who remains and moves to degree courses; and which students begin degree courses upon

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[3] Jim Palmer, *Accountability through Student Tracking*, American Association of Community and Junior Colleges, 1990, Appendix One, pages 69-82, and "Student Tracking Systems," *Community, Technical, and Junior College Journal*, February/March 1992, pages 14-19.

[4] Ewell, p.18.

[5] Fully-Degree-Credit students are those who are not required to enroll in English-as-a-Second-Language or Basic Skills courses.

entrance, whether they remain or leave, and how long it takes them to complete their programs or when they leave before completing.

Understanding Why Students Enter and then Complete or Leave

In order to understand ***why*** students enter and then either complete or leave, we are re-establishing an annual schedule of institutional-wide surveys. These will include surveys of enrolled students, former students and graduates. In each case, we are reviewing our informational needs and examining former questionnaires used by the College together with samples from other community colleges in order to arrive at a final questionnaire.

Of the three surveys, that of graduates has been scheduled first. The College's questionnaire was revised during June and was sent July 30, 1992 to the 163 alumni who graduated in either June or August of 1991 (*see Appendix C*). A second wave was sent to those who did not respond by the September 7 deadline.

The graduate questionnaire has not been sent out in several years. To gather information from alumni who graduated from 1986 through 1990, the graduate questionnaire has been further revised to make it appropriate to send it to these earlier graduates, and it will be sent in late September or early October to the nearly 900 alumni who graduated during those years. Both questionnaires are being sent with a cover letter co-signed by the Office of Planning and Institutional Research and the Office of Student Affairs.

The surveys of both enrolled and former students is planned for later in the academic year. First, we will decide who will be surveyed in each case; that is, for "enrolled students" we will decide whether we will survey all enrolled students, a sample in each of the designated groups, or all students who entered as freshmen in the Fall of 1992, and for "former students" we will decide what period of time out of the College defines the student as a former student. This decision will be reached in consultation with the offices of student and academic affairs and will also be based on an analysis of the results of the graduate student responses. Once we have decided who constitutes each of these groups we will revise the questionnaires accordingly.

The responses of each survey will be analyzed according to the designated groups identified earlier in this report, and the results will be shared widely on campus.

The analysis of the responses will contribute to a further understanding of ***who*** leaves and who completes, will provide a base for understanding ***why*** students either leave or complete their program, and will contribute to a review of institutional policies, procedures, and practices.

Conclusion

Many studies have been carried out over the years at the College. These documents, systematically analyzed, provide a great deal of information regarding the attrition and/or retention of students at HCCC. This report is the first in what the Office of Planning and Institutional Research intends to be a series of reports to the college community on the analysis of retention and attrition at Hudson County Community College.

APPENDIX A

PARTIAL LIST OF RETENTION STUDIES AT HCCC

Sample of Recent Sources of Attrition/Retention Data for Hudson County Community College

1985 (January). Cafasso, Sally M. "A Glimpse at Retention: Fall 1983 to Fall 1984." Office of Institutional Research.

1985 (June). Oromaner, Mark. "A Retention Study of Entering Students in Basic Skills Courses and Students in Non-Basic Skills Courses." Office of Planning, Research and Evaluation. (ERIC ED257537)

1986 (November). Hunter-Manns, JoAnna. "1982 Bilingual Study, Interim Report 1: Enrollment Patterns, Fall 1982 - Spring 1986." Office of Planning, Research and Evaluation.

1987 (February). Hunter-Manns, JoAnna. "Bilingual Study, Interim Report 2: Retention, Fall 1982 - Spring 1986." Office of Planning, Research and Evaluation.

1987 (October). Oromaner, Mark and Krynicky, Harry. "Strategic Plan to Address Recruitment and Retention Strategies for Black and Hispanic Students at Hudson County Community College." (ERIC ED286549)

1987. Retention Survey of Freshman Cohorts (Regular and EOF Admits) beginning in Fall of 1983 through the Fall of 1986.

1988 (September). "Three-Year Plan to Improve Student Retention."

1991. Comparison of Program Enrollments and Attrition, Cohort: First-Time Full-Time Fall 1989. HCCC Title III Proposal.

Annual Reports. Educational Opportunity Fund Program

Annual Reports. "Institutional Report on Remedial Program Effectiveness."

APPENDIX B

ATTRITION/RETENTION TABLES

List of Attrition/Retention Tables

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TABLE 1
Three-Semester Retention for All Enrolled Students
(Regardless of When They Began Their Studies)
at HCCC Fall 1983
by Program

Program	Enrolled Fall 1983	Enrolled Fall 1984		Students Who Did Not Return, Fall 1984	
	N	N	%	N	%
Accounting	414	166	0.40	248	0.60
Culinary Arts	107	60	0.56	47	0.44
Childcare	105	28	0.27	77	0.73
Chemical Lab Tech	31	4	0.13	27	0.87
Criminal Justice	138	48	0.35	90	0.65
Computer Science*	0	5	-	-5	-
Data Processing	1019	350	0.34	669	0.66
Elec Engin Tech	278	90	0.32	188	0.68
Human Services	160	55	0.34	105	0.66
Management	336	129	0.38	207	0.62
Medical Assisting	309	104	0.34	205	0.66
Med Record Tech	86	40	0.47	46	0.53
Public Admin	23	10	0.43	13	0.57
Real Estate & Ins	9	3	0.33	6	0.67
Secretarial St	368	116	0.32	252	0.68
Other	137	14	0.10	123	0.90
Total	3,520	1,222	0.35	2,298	0.65

*Program Initiated, Fall 1984

Source: Sally Cafasso A Glimpse at Retention, Fall 1983 to Fall 1984 (January 1985). Office of Institutional Research, HCCC.

TABLE 2
Three-Semester Retention* for First-Time Full-Time
Cohort of Students Entering HCCC Fall 1989
by Program

Program	Initial Cohort, Fall 1989	Enrolled Fall 1990		Students Who Did Not Return, Fall 1990	
	N	N	%	N	%
Accounting	78	34	0.44	44	0.56
Culinary Arts	82	54	0.66	28	0.34
Computer Tech	3	0	0.00	3	1.00
Childcare	41	24	0.59	17	0.41
Criminal Justice	31	7	0.23	24	0.77
Computer Science	29	11	0.38	18	0.62
Cntrl Sys & Robot	16	6	0.38	10	0.63
Data Processing	215	80	0.37	135	0.63
Elec Engin Tech	38	10	0.26	28	0.74
Engineering Sc	19	11	0.58	8	0.42
Human Services	39	21	0.54	18	0.46
Legal Assisting	13	5	0.38	8	0.62
Management	92	45	0.49	47	0.51
Medical Assisting	72	26	0.36	46	0.64
Med Record Tech	6	2	0.33	4	0.67
Office Sys Tech	54	21	0.39	33	0.61
Public Admin	13	4	0.31	9	0.69
Real Estate & Ins	16	6	0.38	10	0.63
Total	857	367	0.43	490	0.57

*Note: Graduation data, missing from this data set, are necessary for a more complete picture of retention.
Source: Office of Institutional Research, (HCCC Title III Proposal)

TABLE 3
Seven-Semester Retention of Cohort
of Full-Time Freshman Entering HCCC Fall 1983
by Admission Status, and by Ethnic/Racial Categories

Group	Fall 1983	Enrolled Fall 1984		Enrolled Fall 1985		Enrolled Fall 1986		Graduated by 1987	
	N	N	% of 83 N	N	% of 83 N	N	% of 83 N	N	% of 83 N
Total	873	428	0.49	157	0.18	70	0.08	186	0.21
Reg Admits	787	402	0.51	149	0.19	69	0.09	173	0.22
EOF Admits	86	26	0.30	8	0.09	1	0.01	13	0.15
Afr Amer	135	59	0.44	18	0.13	7	0.05	30	0.22
Reg Admits	92	42	0.46	11	0.12	7	0.08	21	0.23
EOF Admits	43	17	0.40	7	0.16	0	0.00	9	0.21
Hispanic	498	234	0.47	90	0.18	30	0.06	89	0.18
Reg Admits	467	227	0.49	89	0.19	29	0.06	86	0.18
EOF Admits	31	7	0.23	1	0.03	1	0.03	3	0.10
White	173	86	0.50	38	0.22	17	0.10	40	0.23
Reg Admits	161	84	0.52	38	0.24	17	0.11	39	0.24
EOF Admits	12	2	0.17	0	0.00	0	0.00	1	0.08

Source: HCCC data for NJDHE Survey #87-03

TABLE 4
Year-by-Year Seven-Semester Retention
of Cohort of Full-Time Freshman Entering HCCC Fall 1983
by Admission Status, and by Ethnic/Racial Categories

Group	Fall 1983	Enrolled Fall 1984		Enrolled Fall 1985		Enrolled Fall 1986		Graduated by 1987	
	N	N	% of 83 N	N	% of 84 N	N	% of 85 N	N	% of 83 N
Total	873	428	0.49	157	0.37	70	0.45	186	0.21
Reg Admits	787	402	0.51	149	0.37	69	0.46	173	0.22
EOF Admits	86	26	0.30	8	0.31	1	0.13	13	0.15
Afr Amer	135	59	0.44	18	0.31	7	0.39	30	0.22
Reg Admits	92	42	0.46	11	0.26	7	0.64	21	0.23
EOF Admits	43	17	0.40	7	0.41	0	0.00	9	0.21
Hispanic	498	234	0.47	90	0.38	30	0.33	89	0.18
Reg Admits	467	227	0.49	89	0.39	29	0.33	86	0.18
EOF Admits	31	7	0.23	1	0.14	1	1.00	3	0.10
White	173	86	0.50	38	0.44	17	0.45	40	0.23
Reg Admits	161	84	0.52	38	0.45	17	0.45	39	0.24
EOF Admits	12	2	0.17	0	0.00	0	-	1	0.08

Source: HCCC data for NJDHE Survey #87-03

TABLE 5
Five-Semester Retention of Cohort
of Full-Time Freshman Entering HCCC Fall 1984
by Admission Status, and by Ethnic/Racial Categories

Group	Fall 1984	Enrolled Fall 1985		Enrolled Fall 1986		Graduated by 1987	
	N	N	% of 84 N	N	% of 84 N	N	% of 84 N
Total	992	466	0.47	198	0.20	147	0.15
Reg Admits	915	436	0.48	188	0.21	138	0.15
EOF Admits	77	30	0.39	10	0.13	9	0.12
Afr Amer	120	54	0.45	22	0.18	20	0.17
Reg Admits	91	45	0.49	20	0.22	18	0.20
EOF Admits	29	9	0.31	2	0.07	2	0.07
Hispanic	658	322	0.49	112	0.17	77	0.12
Reg Admits	623	305	0.49	108	0.17	73	0.12
EOF Admits	35	17	0.49	4	0.11	4	0.11
White	153	79	0.52	36	0.24	30	0.20
Reg Admits	140	75	0.54	32	0.23	28	0.20
EOF Admits	13	4	0.31	4	0.31	2	0.15

Source: HCCC data for NJDHE Survey #87-03

TABLE 6
Year-by-Year Five-Semester Retention
of Cohort of Full-Time Freshman Entering HCCC Fall 1984
by Admission Status, and by Ethnic/Racial Categories

Group	Fall 1984	Enrolled Fall 1985		Enrolled Fall 1986		Graduated by 1987	
	N	N	% of 84 N	N	% of 85 N	N	% of 84 N
Total	992	466	0.47	198	0.42	147	0.15
Reg Admits	915	436	0.48	188	0.43	138	0.15
EOF Admits	77	30	0.39	10	0.33	9	0.12
Afr Amer	120	54	0.45	22	0.41	20	0.17
Reg Admits	91	45	0.49	20	0.44	18	0.20
EOF Admits	29	9	0.31	2	0.22	2	0.07
Hispanic	658	322	0.49	112	0.35	77	0.12
Reg Admits	623	305	0.49	108	0.35	73	0.12
EOF Admits	35	17	0.49	4	0.24	4	0.11
White	153	79	0.52	36	0.46	30	0.20
Reg Admits	140	75	0.54	32	0.43	28	0.20
EOF Admits	13	4	0.31	4	1.00	2	0.15

Source: HCCC data for NJDHE Survey #87-03

TABLE 7
Three-Semester Retention of Cohort
of Full-Time Freshman Entering HCCC Fall 1985
by Admission Status, and
by Ethnic/Racial Categories

Group	Fall 1985	Enrolled Fall 1986		Graduated by 1987	
	N	N	% of 85 N	N	% of 85 N
Total	799	407	0.51	84	0.11
Reg Admits	711	382	0.54	79	0.11
EOF Admits	88	25	0.28	5	0.06
Afr Amer	107	51	0.48	15	0.14
Reg Admits	83	44	0.53	14	0.17
EOF Admits	24	7	0.29	1	0.04
Hispanic	480	220	0.46	39	0.08
Reg Admits	430	207	0.48	37	0.09
EOF Admits	50	13	0.26	2	0.04
White	138	74	0.54	21	0.15
Reg Admits	124	69	0.56	19	0.15
EOF Admits	14	5	0.36	2	0.14

Source: HCCC data for NJDHE Survey #87-03

TABLE 8
Term-by-Term Five-Semester Retention of Cohort
of Full-Time Freshman Entering Fall 1981
by Basic Skills Status

Group	81	Enrolled Spr 1982		Enrolled Fall 1982		Enrolled Spr 1983		Graduated Spr 1983 Two-Year Grad Rate		Enrolled Fall 1983		Fifth Semester Retention	
	N	N	% of 81 N	N	% of 81 N	N	% of 81 N	N	% of 81 N	N	% of 81 N	N	% of 81 N
Total	413	275	0.67	175	0.42	136	0.33	24	0.06	67	0.16	91	0.22
Non-Basic Skill	122	93	0.76	63	0.52	53	0.43	24	0.20	19	0.16	43	0.35
Basic Skill	291	182	0.63	112	0.38	83	0.29	0	0.00	48	0.16	48	0.16

Data Source: Mark Oromaner, A Retention Study of Entering Students in Basic Skills and Students in Non-Basic Skills Courses (June 1985). HCCC Office of Planning, Research and Evaluation. ERIC Document 257537.

TABLE 9
Four-Semester Retention of Cohort
of Full-Time Freshman Entering Fall 1989
by Remediation (Basic Skills) Requirements and Completion
(Does Not Include Students in English-as-a-Second Language Courses)

Group	Enrolled Fall 1989	Enrolled Spr 1991		Not Enrolled Spr 1991	
	N	N	% of 89 N	N	% of 89 N
READING-No Remediation Required	99	45	0.45	54	0.55
Remediation Required & Completed	51	49	0.96	2	0.04
Remediation Req'd, Not Completed	191	15	0.08	176	0.92
WRITING-No Remediation Required	91	48	0.53	43	0.47
Remediation Required & Completed	73	49	0.67	24	0.33
Remediation Req'd, Not Completed	177	12	0.07	165	0.93
COMPUTATION-No Remediation Req'd	74	47	0.64	27	0.36
Remediation Required & Completed	59	50	0.85	9	0.15
Remediation Req'd, Not Completed	208	12	0.06	196	0.94
ELEM ALGEBRA-No Remediation Req'd	42	20	0.48	22	0.52
Remediation Required & Completed	40	28	0.70	12	0.30
Remediation Req'd, Not Completed	99	11	0.11	88	0.89

Data Source: 1989-91 Institutional Report on Remedial Program Effectiveness (September 1991). HCCC.

TABLE 10 - A
Four-Semester Retention* of Cohort of Students Entering Fall 1986
by Selected Characteristics

Group	Enrolled Fall 1986	Enrolled Spr . 1988		Not Enrolled Spr 1988	
	N	N	% of 86 N	N	% of 86 N
TOTAL	1307	328	0.25	979	0.75
English-as-a-Second Language	416	76	0.18	340	0.82
Basic Skills	365	73	0.20	292	0.80
Fully-Degree-Credit	526	179	0.34	347	0.66
Full-Time	881	243	0.28	638	0.72
Part-Time	426	80	0.19	346	0.81
Day Attendance	568	193	0.34	375	0.66
Evening Attendance	739	133	0.18	606	0.82
Full-Time Day Attendance	511	184	0.36	327	0.64
Full-Time Evening Attendance	370	63	0.17	307	0.83
Part-Time Day Attendance	57	11	0.19	46	0.81
Part-Time Evening Attendance	369	70	0.19	299	0.81
Women	742	196	0.26	546	0.74
Men	565	132	0.23	433	0.77

*Note: Graduation data, missing from this data set, are necessary for a more complete picture of retention.
Data Source: Three-Year Plan to Improve Student Retention (September 1988)
Hudson County Community College.

TABLE 10 - B
Four-Semester Retention of Cohort of Students Entering Fall 1986
by Ethnic/Racial Categorization
and by Academic Preparation (ESL/Basic Skills/Fully-Degree-Credit) Enrollment

Group	Enrolled Fall 1986	Enrolled Spr 1988		Not Enrolled Spr 1988	
	N	N	% of 86 N	N	% of 86 N
African American Students	223	48	0.22	175	0.78
Hispanic Students	609	124	0.20	485	0.80
Asian/Pacific Students	101	33	0.33	68	0.67
White Students	320	110	0.34	210	0.66
Non-Resident Alien Students	54	13	0.24	41	0.76
African American Basic Skills	197	19	0.10	178	0.90
African Amer Fully-Degree-Credit	114	29	0.25	85	0.75
Hispanic ESL	340	66	0.19	274	0.81
Hispanic Basic Skills	129	16	0.12	113	0.88
Hispanic Fully-Degree-Credit	140	42	0.30	98	0.70
Asian/Pacific ESL	39	5	0.13	34	0.87
Asian/Pacific Basic Skills	42	22	0.52	20	0.48
Asian/Pac Fully-Degree-Credit	20	6	0.30	14	0.70
White Basic Skills	58	9	0.16	49	0.84
White Fully-Degree-Credit	242	99	0.41	143	0.59

TABLE 10 - C
Four-Semester Retention of Cohort of Students Entering Fall 1986
by Age and Attendance (Full-Time/Part-Time)

Group	Enrolled Fall 1986	Enrolled Spr 1988		Not Enrolled Spr 1988	
	N	N	% of 86 N	N	% of 86 N
Under 21 years of age, Part-Time	71	14	0.20	57	0.80
Under 21 years of age, Full-Time	306	113	0.37	193	0.63
21-24 years of age, Part-Time	107	14	0.13	93	0.87
21-24 years of age, Full-Time	176	51	0.29	125	0.71
25-34 years of age, Part-Time	152	29	0.19	123	0.81
25-34 years of age, Full-Time	244	56	0.23	188	0.77
Over 34 years of age, Part-Time	96	23	0.24	73	0.76
Over 34 years of age, Full-Time	155	28	0.18	127	0.82

TABLE 11
Two-Semester Retention
of EOF Students
Enrolled 1990-1991
by Entering Date

Group	Enrolled Fall 1990	Enrolled Spr 1991	
	N	N	% of 90 N
Total	175	139	0.79
Fall 1990 Entrants	104	86	0.83
Spring 1990 Entrants (Continuing Students)	16	13	0.81
Fall 1989 Entrants (Continuing Students)	33	25	0.76
Spr 1989 Entrants (Continuing Students)	6	5	0.83
Fall 1988 Entrants (Continuing Students)	10	8	0.80
Earlier Entrants (Continuing Students)	6	2	0.33

Source: EOF 1990-91 Annual Report, September 1991, EOF Program, HCCC.

TABLE 12
Term-by-Term Eight-Semester Retention* of Sample Cohort
of Students Entering the Bilingual Program at HCCC, Fall 1982
by Enrollment Status

Group	82	Enrolled Spr 1983		Enrolled Fall 1983		Enrolled Spr 1984		Enrolled Fall 1984		Enrolled Spr 1985		Enrolled Fall 1985		Enrolled Spr 1986	
	N	N	% of 81 N	N	% of 81 N	N	% of 81 N	N	% of 81 N	N	% of 81 N	N	% of 81 N	N	% of 81 N
Total	221	144	0.65	103	0.47	61	0.28	34	0.15	21	0.10	11	0.05	15	0.07
Full-Time	208	135	0.65	95	0.46	58	0.28	32	0.15	19	0.09	10	0.05	13	0.06
Part-time	13	9	0.69	8	0.62	3	0.23	2	0.15	2	0.15	1	0.08	2	0.15

*Note: Graduation data, missing from this data set, are necessary for a more complete picture of retention.
Data Source: JoAnna Hunter-Manns Hudson County Community College, Bilingual Study Interim Report 2: Retention, Fall 1982 - Spring 1986 (February 1987). HCCC Office of Planning, Research and Evaluation.

APPENDIX C

HCCC COLLEGE FOLLOW-UP QUESTIONNAIRE FOR GRADUATES

HUDSON COUNTY COMMUNITY COLLEGE

College Follow-up Questionnaire

IF LABEL NEEDS CORRECTION, PLEASE INDICATE BELOW:

Name _____

Address _____

City _____ State _____ Zip _____

July 1992

Dear Graduate:

Congratulations on successfully completing your program of study at Hudson County Community College. We hope that in the year since graduation, you have found new and exciting challenges for yourself.

In order to help improve the academic programs and services available to current and future students, each summer we conduct a follow-up survey of graduates from the previous academic year. Your comments and answers are strictly confidential and will not be identified with you personally in any way. All data will be used solely for the purpose of institutional improvement.

Please take the time to complete the enclosed questionnaire and return it in the envelope provided. Thank you for your assistance and your continued interest in your alma mater, Hudson County Community College.

Sincerely,

Mark J. Oromaner,
Dean of Planning &
Institutional Research

Bruce Rose,
Dean of Student Affairs

RESPONSE REQUESTED BY SEPTEMBER 7, 1992

PLEASE CHECK APPROPRIATE BOX WITHIN EACH CATEGORY

SECTION A

Everyone Should Answer This Section

1. Which statement best describes your primary objective for first attending HCCC? (Check only one objective)

   [ ] To improve job skills
   [ ] To prepare for first career
   [ ] To prepare for career change
   [ ] To complete courses for transfer credit
   [ ] To take courses for personal interest
   [ ] Other _____

2. Did you achieve your primary objective by the time you left HCCC?

   [ ] Yes [ ] No

3. How would you rate the following services at HCCC in terms of how they met your individual needs as a student?

	Excellent	Good	Average	Fair	Poor	Didn't Know Existed	Knew About But Didn't Use
a. Academic Advisement	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
b. Admissions	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
c. Counseling	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
d. Classroom Instruction	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
e. Financial Aid	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
f. Job Placement Assistance	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
g. Transfer Advisement	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
h. Library/Learning Resources Center	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
i. Registration Procedures	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
j. Student Activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
k. Quality of major course instruction	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
l. Tutoring Services	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
m. Other (please state) _____ _____	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SECTION B

1. Have you enrolled in another college since your graduation from HCCC?

   [ ] Yes (Complete this section) [ ] No (Skip to Section C)

2. Please indicate your current status.

   [ ] Part-time student (less than 12 hours)
   [ ] Full-time student (12 or more hours)
   [ ] No longer attending

3. What is the name of your current (or most recently attended) college?

   Name _____
   City and State _____
   Curriculum/Program _____
   Credits Achieved (number) _____

4. Did you have any of the following problems transferring to the college indicated above? (Please check all that apply).

   [ ] Transferring credit hours
   [ ] Transcript problems
   [ ] Admission problems
   [ ] Other (describe) _____
   [ ] None

5. How many credit hours earned at HCCC were accepted at the college indicated above?

   _____ Credit Hours
   (Please fill in number)

   How many credit hours were <u>not</u> accepted? _____

   Please list specific courses <u>not</u> accepted: _____
   _____
   _____

6. How would you rate the courses you completed at HCCC in terms of how well they prepared you for continuing your education?

Excellent	Good	Average	Fair	Poor
[ ]	[ ]	[ ]	[ ]	[ ]

SECTION C

1. What is your current employment status?

   [ ] Employed full-time (Complete this section)
   [ ] Employed part-time (Complete this section)
   [ ] Not employed at this time (Skip to Section D)

SECTION C

continued...

2. Is your present job related to the program of study you completed at HCCC?

[ ] Yes, directly related
[ ] Yes, somewhat related
[ ] No

If no, why not? (Please check all that apply)

[ ] Transferred to a four-year college
[ ] Not sufficiently qualified for a job in my field of college preparation
[ ] Preferred to work in another field
[ ] Found better paying job in another field
[ ] Could not find a job in field of preparation
[ ] Worked previously in field of preparation, but changed jobs
[ ] Other (describe) _____

_____

3. Please provide the following information.

Job Title _____
Name of Employer _____
Street Address of Employer _____
City _____ County _____
State _____ Zip _____

4. When did you get your current job?

[ ] Before entering HCCC
[ ] While attending HCCC
[ ] Within 3 months after graduation from HCCC
[ ] More than 3 months after graduation from HCCC

5. How useful is the training you received at HCCC in performance of your current job?

[ ] Extremely useful
[ ] Very useful
[ ] Useful
[ ] Somewhat useful
[ ] Not useful

6. Please check below if the program of study at HCCC helped you in any of the following ways: (Please check all that apply)

[ ] Helped to obtain a job
[ ] Helped performance on present job
[ ] Helped get a promotion or raise
[ ] Other (describe) _____

_____

SECTION C

continued...

7. Please indicate your approximate annual salary, excluding overtime and other part-time jobs, for your primary job listed in Question C-3.

[ ] Below $15,000
[ ] $15,000 - $19,999
[ ] $20,000 - $24,999
[ ] $25,000 - $29,999
[ ] $30,000 - $34,999
[ ] $35,000 - Up

8. Through what source did you first hear about this job?

[ ] College Placement Office
[ ] An employment agency
[ ] A newspaper advertisement
[ ] Through Co-op program
[ ] A friend or relative
[ ] College faculty or staff member
[ ] Other (please specify) _____
_____

9. May we have your permission to send your supervisor a questionnaire regarding how well graduates of your program perform on the job?

[ ] Yes [ ] No

If yes, please supply the following information about your supervisor:

Name _____ Title _____
Company and Address (if different from Question 3)
_____
_____

SECTION D

To be answered by everyone

1. What was your highest level of education prior to entering HCCC?

[ ] Less than high school graduation
[ ] Received G.E.D.
[ ] Received high school diploma
[ ] Completed some college work
[ ] Received associate degree
[ ] Received bachelor's degree
[ ] Other, please specify _____

2. What was your academic program at HCCC? _____

SECTION D

continued...

3. Which degree or certificate did you obtain from HCCC?

   [ ] AAS [ ] AS [ ] AA [ ] Certificate

4. How many years did you attend HCCC prior to graduating? _____

5. Did you take any English-as-a-Second-Language courses at HCCC?

   [ ] Yes [ ] No

6. Did you take any Basic Skills (Academic Foundations) courses at HCCC?

   [ ] Yes [ ] No

7. Would you recommend HCCC to prospective students?

   [ ] Yes [ ] No

8. What was your marital status while you attended HCCC?

   [ ] Single [ ] Married [ ] Separated [ ] Divorced [ ] Widowed

9. How many children did you have at the time you were attending HCCC? _____

10. Did you have a permanent handicap or were you permanently disabled while you were a student at HCCC?

    [ ] Yes [ ] No

11. What is your ethnic/racial heritage?

    [ ] African American, Non-Hispanic
    [ ] American Indian or Alaskan Native
    [ ] Asian or Pacific Islander
    [ ] Hispanic
    [ ] White, Non-Hispanic

12. What is your gender?

    [ ] Female [ ] Male

13. What is your age? _____

14. Are you a non-resident alien?

    [ ] Yes [ ] No

- SECTION D

continued...

15. We would appreciate any comments regarding how we could improve the courses and services available to students at HCCC or how the College could further assist you. (Please feel free to use an additional sheet if necessary)

THANK YOU FOR YOUR COOPERATION
PLEASE RETURN THIS FORM IN THE PREPAID ENVELOPE BY SEPTEMBER 7, 1992